

## ACCREDITATION STUDY WORK GROUP

June 16-17, 2004

<b>WHAT IS THE THING THAT YOU WOULD MOST WANT THIS REVIEW TO ADDRESS</b>	<b>WHAT IS THE ONE THING THAT YOU WANT TO <u>MAINTAIN</u></b>
<ul style="list-style-type: none"><li>• Better templates for Self Study</li><li>• Better templates for document to COA</li><li>• How we use quantifiable data, what data, role of data, intelligent use of data, use of qualitative with quantitative data</li><li>• Models of best practices</li><li>• National accreditation</li><li>• Relationship with NCATE</li><li>• Accreditation in other professions</li><li>• Stipulations, revisits, sanctions (what is bad enough, are sanctions used effectively)</li><li>• Accreditation as a framework for program improvement. How does it contribute to our understanding of effectiveness in programs? How does it inform practice?</li><li>• What is accreditation and what is its purpose</li><li>• Impact of candidate assessment to inform accreditation</li><li>• More teachers represented in process, participation and inclusion of K-12, articulation between K-12/higher ed.</li><li>• Unit accreditation versus program approval</li><li>• Historical perspective versus snapshot approach (use of past accreditation findings, follow up reports)</li><li>• Ensuring balance, bring process current</li><li>• Adequate funding of accreditation</li><li>• Link to Student Achievement, can it be done?</li><li>• Self study reports – can they be done differently?</li><li>• Training and education of reviewers</li><li>• Public Perception about accreditation</li><li>• Focus on outcomes and effectiveness</li><li>• More diverse visit teams</li><li>• Shift from “factors to consider” to “required elements”</li><li>• Time lag between visits</li><li>• Have changes in recent years been positive?</li></ul>	<ul style="list-style-type: none"><li>• Peer Review (noted by many)</li><li>• Site visit (noted by many)</li><li>• Self Study</li><li>• Concept of mixed teams</li><li>• Inclusion of qualitative data</li><li>• Professional nature of review</li><li>• Professional decision-making</li><li>• Sanctions</li></ul>